

SKIPSEA PRIMARY SCHOOL

POLICY FOR MANAGING BEHAVIOUR.

The head teacher of a school must determine measures to be taken with a view to:

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

The head teacher may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

A major aim at Skipsea Primary School is to develop the whole child's personality in an atmosphere which is conducive to the fostering of intellectual, physical, emotional and social development. We expect the children to grow in confidence, develop enquiring minds and acquire a set of attitudes, values and beliefs which will form a firm foundation for their development into mature, independent, confident adults.

This policy for managing behaviour has a large part to play in the emotional and social development of each child. It outlines the procedures that are adopted at Skipsea Primary School to manage the children whenever they are in the school environment. As mentioned above, the school can decide to use the procedures for out of school behaviour if necessary. It is a policy that all staff, teaching and non-teaching, will adhere to and one which all children will be expected to uphold throughout their time at our school.

At Skipsea Primary School we actively encourage good manners - please, thank you, excuse me. We will encourage the children to use correct names when they speak to adults. We expect adults to reciprocate to set the example. We encourage children to be sensitive to the needs and wishes of others and to treat each other in a civilised manner.

We try to make sure expectations are clear to everyone.

Our Key Rules

1. We try to do the best we can in everything we do at our school.
2. We treat everyone in our school nicely and with respect because we want everyone to be happy, safe and feel that they are valued.
3. We look after our school and whatever and whoever is in it because we respect feelings and property.
4. We respect each other's right to work and we do as we are told for the adults who care for us.
5. We never answer adults back, use bad language, fight or pretend to fight.

By everyone following our chosen key rules, Skipsea Primary School will be a special place to be and a place for everybody to learn and succeed.

These rules were agreed with the staff and children and are displayed around the school and in each classroom.

Positive behaviour is celebrated in many ways by praise, certificates, stickers, rewards from 10, 20 and 30 boxes, letters/texts home to Parents, good day notes, kindness trophy and lunchtime trophy, and now also half termly, termly and annual prizes.

The school has decided to display a three tiered coloured mountain (red, amber and green) in each classroom which is used to record each of the children's names daily to show what type of behaviours they have been exhibiting during that day. In the Dining Hall and also in FSU, there is also a warning zone area where children's names are put if they have been given a warning about their behaviour (before being moved into amber or red if behaviour continues despite being given a warning).

At the top of the mountain there is a rainbow where children's names, who have been nominated by peers or staff for doing something above and beyond green behaviour, can be placed.

The children and staff have agreed what types of behaviours would mean the children would have their name put on either green, amber or red on the mountain (see appendix). They have also agreed that for Foundation Stage children, due to their age and maturity, these children should be given a warning about their behaviour and the adult should spend time explaining to them about why their behaviour is unacceptable at that moment of time and what they should do to change their behaviour. At this point their name will be put onto the warning zone in the setting so the child and staff know a warning has been given. If the inappropriate behaviour continues after the warning, then the child's name would be put in amber or red as per school policy.

The staff in FSU will liaise with lunchtime and KS1 staff to inform them if any child has received a warning or amber or red during the morning so that procedures can be followed in the afternoon re informing the Assistant Head and Parents if needed.

These are the agreed consequence procedures that are used by the school in relation to whether the children have been exhibiting green, amber and red behaviours on a daily, weekly or termly basis.

SKIPSEA PRIMARY SCHOOL PROCEDURES FOR MANAGING BEHAVIOUR

Rewards to be used are stamps/stickers in class to show who has had a green day and also weekly class raffle which is based on green behaviour for the whole week. Upto 3 children can be nominated daily to go on the rainbow in the classroom above the mountain.

Housepoints can be awarded for good work and one extra stamp/sticker is given if child's name is on the rainbow at end of day. All staff are encouraged to have post it note pads which they can use if there isn't time to talk to the classteacher following an incident. They should put the child's name on and date and time and either give post it to class teacher or stick at side of mountain in the classroom for them to see.

1) IF CHILD HAS BEEN IN GREEN ALL DAY

Child gets one sticker/stamp on chart in classroom and name stays on green part of mountain in class. Recorded in book in class by class teacher at end of day.

2) IF CHILD HAS BEEN IN GREEN ALL WEEK

Child's name given to Mrs Drewery in the office at the end of week and text sent home to Parents. Child's name goes into class raffle. Two names are drawn out of each class raffle as part of Celebration Assembly and they receive a treat.

3) IF CHILD CONTINUES TO HAVE GREEN DAYS

Prizes are received for when a child has achieved 10, 20 and 30 stickers/stamps relating to green days. Prizes and certificates will be awarded to children who have stayed in green at the end of the half term, full term and end of year.

4) FOR THE CLASS WITH BEST BEHAVIOUR AT END OF A WEEK

A certificate will be presented to the class which have had the best behaviour and attitude that week during the Friday Celebration Assembly.

5) IF CHILD IS PUT ON AMBER (FOR FIRST TIME IN A WEEK)

Child's name gets moved onto amber part of mountain in class and recorded in book in class by class teacher at end of day. Child also has to go see the Assistant Head (Head or Designate Head in AHT's absence) at the start of afternoon breaktime and Assistant Head puts their name in a book and name passed to school office for a text to be sent home that night informing parents that their child has been in amber that day.

6) IF CHILD REPEATEDLY DOES AMBER BEHAVIOUR THROUGHOUT A LESSON AFTER ALREADY BEING PUT IN AMBER

Child is sent to another classroom with some work for the next lesson and then returns to own class for the rest of the day unless amber behaviour continues in which case they would go with work to another classroom again .

7) IF CHILD HAS BEEN IN AMBER TWICE IN A WEEK

Child's name gets moved onto amber part of mountain in class and recorded in book in class by class teacher at end of day. Child also has to go see the Assistant Head (Head or Designate Head in AHT's absence) at the start of afternoon breaktime and Assistant Head puts their name in a book and name passed to school office for a text to be sent home that night informing parents that their child has been in amber that day.

Please note in the following steps of the procedures:

In certain circumstances provided time allows in the same school day, it may be agreed between home and school that the sanction is enforced immediately rather than the next day for a child who has additional needs.

8) IF CHILD HAS BEEN IN AMBER THREE TIMES IN A WEEK

Child's name gets moved onto amber part of mountain in class and recorded in book in class by class teacher at end of day. Child also has to go see the Assistant Head (Head or Designate Head in AHT's absence) at the start of afternoon breaktime and Assistant Head puts their name in a book and name passed to school office for a text to be sent home that night informing parents that their child has been in amber that day.

Class teacher informs AHT/Head and Class teacher sends letter to Parents (using given template) and child misses all playtimes and has to sit elsewhere to have lunch the following day (with adult supervision). Class teacher to keep copy of letter and also copy of letter given to Head.

9) IF CHILD HAS BEEN IN AMBER REPEATEDLY OVER TWO WEEKS (5 times or more or hasn't improved behaviour even after sending a letter to parents in stage 8 above)

Class teacher informs AHT/Head and Class teacher contacts Parents and arranges to have a meeting in school (on a day when AHT/Head on site) with Parents and child.

Parents informed during the meeting of what behaviours their child has been doing and what will happen if behaviour does not improve re child being put on a Daily Behaviour Chart and how that would work etc.

10) IF AMBER BEHAVIOUR STILL CONTINUES

Class teacher informs AHT/ Head. AHT/Head then contacts Parents to say that their child has been put on Daily Behaviour Chart and that Parents need to check at end of each day how their child has behaved by referring to copy of chart sent home. Child meets with Class teacher to complete the Daily Behaviour Chart and all staff are made aware by Class teacher of the fact child is on the chart and what targets are on it. When the child is on daily report, if they do not achieve at the end of the day the agreed number of points then they will miss morning break time the next day. Class teacher start to complete evidence forms re behaviour support team.

11) IF CHILD IS PUT ON RED (FIRST TIME IN A WEEK)

Child's name gets moved onto red part of mountain in class and recorded in book in class by class teacher at end of day. Child misses all playtimes and has to sit elsewhere to have lunch the following day (with adult supervision). Class teacher informs AHT/Head. Class teacher sends letter to Parents (using given template). Class teacher to keep copy of letter. Child also has to go see the Assistant Head (Head or Designate Head in AHT's absence) at start of afternoon breaktime and Assistant Head puts their name in a book and name passed to school office for a text to be sent home that night informing parents that their child has been in red that day.

12) IF CHILD HAS BEEN IN RED TWICE IN A WEEK

Child has to go see the Assistant Head (Head or Designate Head in AHT's absence) at start of afternoon breaktime and Assistant Head puts their name in a book and name passed to school office for a text to be sent home that night informing parents that their child has been in red that day.

Class teacher informs AHT/Head and Class teacher contacts Parents and arranges to have a meeting in school (on a day when AHT/Head on site) with Parents and child. Parents informed during the meeting of what behaviours their child has been doing and what will happen if behaviour does not improve re child being put on Daily Behaviour Chart and how that would work etc.

Child misses all playtimes and has to sit elsewhere to have lunch the following day (with adult supervision).

13) IF CHILD HAS BEEN IN RED THREE TIMES OR MORE IN A WEEK

Child has to go see the Assistant Head (Head or Designate Head in AHT's absence) at start of afternoon breaktime and Assistant Head puts their name in a book and name passed to school office for a text to be sent home that night informing parents that their child has been in red that day.

Class teacher informs AHT/Head. AHT/ Head then contacts Parents to say that their child has been put on Daily Behaviour Chart and that Parents need to check at end of each day how their child has behaved by referring to copy of chart sent home. Child meets with Class teacher to complete the Daily Behaviour Chart and all staff are made aware by Class teacher of the fact child is on the chart and what targets are on it.

Child has to work in another room in isolation for the next day and also child misses all playtimes and has to sit elsewhere to have lunch (with adult supervision).

Individual child will have to work in isolation with supervision from one member of staff and that member of staff will have a walkie talkie and will be able to contact school office and other staff for additional support if needed.

Class teacher will provide work for the child to do.

When the child is on daily report, if they do not achieve at the end of the day the agreed number of points then they will miss morning break time the next day. Class teacher complete evidence forms re behaviour support team.

14) IF CHILD DOES REPEATED RED BEHAVIOUR IN A DAY

Child has to go see the Assistant Head (Head or Designate Head in AHT's absence) at start of afternoon breaktime and Assistant Head puts their name in a book and name passed to school office for a text to be sent home that night informing parents that their child has been in repeated red that day.

Class teacher informs AHT/Head. AHT/ Head then contacts Parents to say that their child has been put on Daily Behaviour Chart and that Parents need to check at end of each day how their child has behaved by referring to copy of chart sent home. Child meets with Class teacher to complete the Daily Behaviour Chart and all staff are made aware by Class teacher of the fact child is on the chart and what targets are on it.

Child has to work in another room in isolation for the next day and also child misses all playtimes and has to sit elsewhere to have lunch (with adult supervision).

Individual child will have to work in isolation with supervision from one member of staff and that member of staff will have a walkie talkie and will be able to contact school office and other staff for additional support if needed.

Class teacher will provide work for the child to do.

When the child is on daily report, if they do not achieve at the end of the day the agreed number of points then they will miss morning break time the next day.

Class teacher complete evidence forms re behaviour support team.

15) IF CHILD HAS BEEN IN RED REPEATEDLY OVER TWO OR MORE WEEKS (more than 5 times)

Class teacher informs Head and Head teacher contacts Parents to arrange meeting with Parents, Head, Class teacher and pupil. Explain that further red behaviour will mean need to convene multi-agency meeting with other professionals and PSP to be created as child at risk of fixed term exclusions. Headteacher contacts Behaviour Support Team/Educational Psychologist by phone and alerts them to issues in school and asks for support.

16) IF CHILD HAS BEEN IN RED REPEATEDLY DURING A HALF TERM

Head arranges a multi-agency meeting with Behaviour Advisory teacher/ Educational Psychologist, Parent Support Advisor, Parents and any other relevant Professional/agency. PSP written as part of the meeting process and signed by all relevant parties with regular review dates set. Copies of PSP given to appropriate staff members.

16) IF CHILD CONTINUES TO BE IN RED REPEATEDLY LONGER THAN A HALF TERM DESPITE BEING ON PSP

Head arranges another multi-agency meeting with Behaviour Advisory teacher, Educational Psychologist, Parent Support Advisor, Parents and any other relevant Professional/agency. Agreed use of alternative strategies including if appropriate, fixed term exclusions.

In addition, the school operates a certificate system. Children are recognised by staff in their classroom for the effort they show during lessons and around the school. Those children are issued with a certificate during Celebration assembly or housepoints at the time.

Equal Opportunities

All children will have equality of treatment, consideration and respect. Bullying, Racist behaviour and any discriminatory behaviour will not be tolerated and will be dealt with in line with these school policies.

Children can be extremely cruel to one another. Some children are shunned by others and it's difficult to force these children on groups or individuals. Children change their loyalties. There's usually a pecking order. Leaders and domineering children emerge in all large groups and often set the patterns of behaviour. There is often peer pressure to be the same as the leader.

The staff will always be very firm with bullies, changing their position in the classroom if needed. When someone is persistent and upsetting other children then parents will be informed and requested to discuss the incidents which will have been recorded by the member of staff who had dealt with the incident and/or Head teacher.

Children have a great sense of justice/injustice. They respect fairness, especially from adults. All the staff recognise that it is important to listen to their grievances, and where possible to be seen to do something which will make their life a bit happier at that particular moment.

It's important that acceptable behaviour is encouraged and even praised. Unacceptable behaviour must be dealt with firmly and fairly using a consistent approach by all staff, in a polite manner.

Parents of children who transfer to Skipsea Primary School from other schools during the course of the school year will be asked how their child is settling in and conforming to our expectations.

In addition to the consequence procedures there are also specific examples of how unacceptable behaviour will be dealt with.

Assemblies - persistent misbehaviour will be acted upon immediately. The child will be escorted by a member of staff out of the hall and back to their classroom teacher. The member of staff along with the classteacher will talk to the child so that the child understands the reason for dismissal from the hall and the need for punishment. e.g. going on amber or red.

Classroom - If a child exhibits bad and inappropriate behaviour that the teacher feels should result in segregation from others in the class, eg putting their own safety or that of others at risk, the teacher will then isolate the child away from the rest of the class (isolated child supervised by at least one member of staff). The AHT/ headteacher will be notified immediately and if necessary a fixed term exclusion may be considered.

Dinnertime and Playtimes - Any child who shows signs of inappropriate behaviour will be dealt with by one of the staff on duty using the same procedures (amber and red). If the behaviour is extreme or the child doesn't calm down then the child will be sent to the Senior Lunchtime Supervisor. If the child does not calm down and if the situation is in danger of escalating then a member of staff will ask for support from the AHT/Headteacher. It must be stressed that the Lunch time Staff are completely in charge of the children during the mid-day break and should be afforded the same respect and attention by the children as that which is expected in the classroom.

During Lunch in the Hall - Any child who is not behaving properly whilst sitting at a dinner table will be spoken to by a member of staff in the Hall and given a warning and their name placed in the warning zone on the dining hall behaviour display. If the behaviour continues the child will be issued with an amber or red as per school procedures. The child will also be given a 'time-out' to sit at the side of the hall if necessary while the other children carry on with their lunch or go outside to the playground.

The child may, if necessary, be sent to finish eating their meal in the Admin Office or the Head's office (supervised by an adult).

Fights-If a fight occurs then it is the duty of the member of staff to find out from as many people as needed all sides of the story. We will select those we feel to be reliable and take all those, together with the aggrieved, away from the scene. All other onlookers will be sent away. The Head teacher will be informed and so will the Parents.

Behaviour out of school

The school works hard to promote positive behaviour and attitudes at all times and we have high expectations of all of our pupils. Children are encouraged to consider through a variety of activities including assemblies, house group sessions and PSHCE lessons, how behaviour choices can potentially have impact on a wider scale. We use agreed school key values such as respect, kindness and honesty to help children recognise that values are not only important when they are in school but also when they are outside of school.

We encourage our children to be positive ambassadors of the school not only when they are on the school premises but also when they are not on the premises of the school and are not under the lawful control or charge of a member of the school staff. We support pupils and families, when appropriate and as the need arises, with any issues that may occur out of school in order to ensure a positive resolution is reached for all parties involved.

At all times the school will work in partnership with Parents and Carers to ensure positive behaviour and a calm, secure atmosphere within which effective learning can take place.

Any improvements in behaviour will be acknowledged immediately and parents will be informed. Pupils who contribute positive behaviour to school life will be rewarded. This could take the form of a letter/text sent home to Parents, weekly certificates, stickers, good day notes, the kindness trophy or the lunchtime trophy.

The school has effective policies, procedures and staff are encouraged to attend training to minimise the number of pupils at risk of either permanent or fixed period exclusion. Additional measures are put in place such as:

- use of Restorative Practice;
- internal exclusion/isolation-this is used to defuse situations that require a pupil to be removed from class but may not require removal from the school premises;
- school engaging with parents in different ways (eg asking parents to come in and work with the child in school);
- consideration by the SENCO with colleagues and the SEN Consultant, of possible interventions within the school;

- assessment of special educational needs, including possible placement in a special school;
- a managed move to another school, with the consent of all parties involved;
- allocation of a key worker such as a mentor Educational Welfare Officer, Connexions Personal Adviser, or member of a Behaviour Support Team; and
- referral to a specific support service, such as the Education Welfare Service, Children's Services or the Child and Adolescent Mental Health Service (CAMHS).

Any decision to exclude a pupil for a fixed period will be taken, on a balance of probabilities, only in response to breaches of this behaviour policy, where these breaches are not serious enough to warrant permanent exclusion and lesser sanctions are considered to be inappropriate. See exclusion policy.

Continued misbehaviour at lunchtimes will result in the parents being informed by letter advising them that one more incident could lead to a lunch time exclusion of 1 week. If the behaviour continues then the parents will be informed and a meeting will be held with the Head teacher, parents and the child to explain that a week's lunchtime exclusions will take place. Once the child has completed the 1 week exclusion parents and guardians are invited to meet with the head teacher, and other school staff to discuss ways of managing their child's behaviour in the future.

If the child continues to disregard all school rules and their behaviour shows no improvement what so ever despite all the procedures being followed and involvement and support from other agencies and Professionals, then in the final instance the Governors would be consulted and the L.A.'s guidelines on permanent exclusion would apply.

The decision to exclude a pupil permanently will only be taken in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that we have exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There may, however, be exceptional circumstances where, in the Head teacher's / teacher in charges's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault
- supplying an illegal drug; or
- carrying an offensive weapon.

The school will consider whether or not to inform the police and other agencies such as Social Workers where a criminal offence may have taken place.

This policy has been reviewed and amended Spring 2018 and will be reviewed annually.